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Procedia
Social and Behavioral Sciences**PSIWORLD 2013****The influence of anxiety towards self-safety at Romanian preadolescent pupils****Roxana Urea, Patricia Mitache, Andrada Dima, Mădălina Gheorghe,****Bucharest University, 90 Panduri Street, District 5 Bucharest, P.O. 050663, Romania***Abstract**

Human personality was and is a continuum subject of psychological investigation. The personality's theories present the personality traits such as anxiety. These personality traits exercise a lot of influences, in particular over the self-safety. The paper tried to present the influence that anxiety has upon the self –safety at Romanian preadolescents.

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1. Theoretical backgrounds

Romanian society through its specific dynamics leads to a series of social pressures to which the individual must adapt continuously and steadily.

Within the broad adaptation process are involved a number of features of personality variables by game situation, grafted on age peculiarities of the subject, determine whether or not a number of current and future behaviours, causes frustration and anxiety.

In the "Dictionary of Psychology" state anxiety is defined as emotional, vague, diffuse anxiety, tension, worry, and fear groundless, devoid of purpose, which is psychologically uncomfortable. There are dominant intense feelings of insecurity (caused by fear of abandonment, punishment, the occurrence of feelings of impending disasters and catastrophes)". (□chopu, 1995).

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Spilberger (1966), in the study of anxiety had defined the anxiety as a construct. In 1972, the same author have developed a design feature of anxiety. He distinguishes between anxiety and anxiety characteristic state (anxiety experienced in a given situation). In an attempt anxiety mention seamless integration prospects theories attempting to explain the origins and manifestations of anxiety. Each refers to certain variables, which means that they are complementary.

Anxiety as trait has the ability predisposition in nature. Is predisposed to be anxious. This type of anxiety is primarily a function of past experience and have internalized character, intrapsychic, while state anxiety is situational, is directly a function of stress and has a characteristic behaviours of co-presence (Urea & Popa, 2006)

The anxiety has often negative consequences, but they depend on the situation demands. These consequences are complex and existing natural interaction, sometimes useful helping adaptation, adjustment, performance. So, anxiety can be considered as characteristic and as a state, it having different origins and his factors can be found in person or situation.

The social situations that a person is faced on vary by age; by his social status, by the roles that he/she plays, by experience. In relation to how obstacles are evaluated, it will n produce successful behaviours or conversely or behaviours marked by failure and affects the personal safety.

As individuals develop and accumulate social experience becoming more complex, its autonomy grows, search strategies, and maintaining personal security is nuanced so that it begins to transform itself in personal safety.

“Self-safety is connected to building original trust (a concept developed by EH. Erikson). Original trust is critical to individual development, which will help to adopt a full attitude of self-confidence, showing courage in facing difficulties, or it will distort behaviour so that any change will fray. There are there types of self-safety: a) the **Security requiring type** is characterized by constant exposure to dangerous situations for diminishing fear, for convincing themselves of their own social value and for mitigating the inferiority complex; b) the **insecure type** is characterized by needing the presence of a higher authority that will take care of them, that will provide for them, that will value the good and will punish the bad, that is the perfect representation of “good parents”; c) the **realistic type** is characterized by the willingness of acquiring knowledge as a mark of true power, thus generating self-safety, and by the ability to take measures when self-security is under threat. Knowing the importance of self-safety in the process of social identity development, since 2007, research has been performed in Romania focusing on the features of self-safety for different types of children” (Urea, 2012).

2. The structure of research

The experts in education field have revealed the importance of the pupil’s security in classroom management during the teaching act. In the dynamic of classroom management some tensions will be develop. So, this situation raised the following question: how the anxiety as a personality’s features influences the pupil’s self-safety during the teaching act?

For answering this question we have developed an investigative research that have had the aim to investigate the influences of anxiety towards the pupil’s self-safety during the learning process; the wider goal was to thus design special strategies that will determine pupils’ better school performance and will reduce failure in school.

Our research focused on two major objectives: investigation of the pupil’s anxiety features; and investigation of the preadolescents’ type of self-safety during the learning process. We started from the following hypothesis *taking into consideration preadolescent’s features, we assume that we will find different types of influence of the pupil’s anxiety upon their self- safety manifested in the learning process.*

3. The target group. Characteristics of the investigated population

Our research had an initial testing procedure on 20 preadolescents and the obtained Cronbach Alpha index ($\alpha=.602$) allowed us to proceed to extended psychological research that had the following stages: a) investigation of the pupil’s anxiety features; b) investigation of pupils’ types of self- safety manifested in the social interaction.

We performed our research on 49 preadolescents, coming from the urban environment, with subjects aged 10-14, 6 boys and 43 girls, from two schools in Bucharest. The schools were selected according to the following criteria: a) each provided educational services to 2500 families; b) each school enrolled over 100 students in gymnasium.

4. Methods of research

In our research we used the following psychological instruments: The Cattell Questionnaire,; The self-safety Questionnaire developed in 2005 by Urea for Romanian preadolescents (fidelity index test-retest: .802)

5. Research's findings

5.1. Investigation on preadolescent's anxiety features

The first aspect that has been investigated was the preadolescent's anxiety features and we have had in consideration to the global level of anxiety at the preadolescents that we had investigated and the characteristics of the five factors that are included in the Cattell questionnaire of anxiety: C factor- the force of self, the L factor- paranoia tendency, the O factor- the inclination for self -accusation, the Q₃ factor- the development of self- conscience, the Q₄ factor- the ergic tension; each of these aspects were evaluated on a three levels scale: low, medium, high and are presented in table no.1.

Table no. 1.The preadolescent's anxiety features

Factor/ Numbers of factors (%)	Level of evaluation		
	Low	Medium	High
C factor (the force of self)	14,3%	63.,3%	22,4%
L factor (paranoia tendency)	8,2 %	63.,3%	28,5%
O factor (the inclination for self -accusation)	14,3%	59,2%	26,5%
Q ₃ factor (the development of self- conscience)	14,3%	73,5%	12,2%
Q ₄ factor (the ergic tension)	12,3%	75,5%	12,2%
A/B	61,2%	22,4%	16,4%
B/A	22,6%	48,6%	28,8%

As, we can see all the anxiety's features at our investigated preadolescents are in dominant manner at medium level. That means that most of these preadolescents are adapted to social situation and personal frustration that results from those situations that don't allow immediate satisfaction of their needs are controlled and delay.

We can also see that the manifest anxiety (B/A) is dominant at low level and latent anxiety (A/B) is at medium level; situation that reveal the these preadolescent found social challenges which they may respond optimally, which can be allow personal satisfaction and social recognition.

We can tell that preadolescents are in plain process of development of self- conscience, like expression of growing up and have determine a specific level of anxiety,

5.2. Investigation of preadolescent's self-safety.

We used the self-safety questionnaire for investigating the type of self-safety that Romanian preadolescents manifest during the learning process. This instrument focuses on revealing the following types of self-safety: the security requiring type, the insecure type, the realistic type. The data collected are presented in Table 2.

Table no. 2. The types of self-safety manifested during the learning process

Number of Subjects	Dominant types of self-safety during the learning process		
	The requiring type	The insecure type	The realistic type
240	15,3%	33,6.%	51,1%

From the data collected in Table no. 2, we see that most of preadolescents have the realistic type of self-safety. This situation reveals that our preadolescents, throughout the social interaction developed a good partnership with their peers based on trust. This partnership implies that they give and receive proper information in a suitable manner; the personal performances are evaluated in a fair manner and are constantly valorised in social environment on grounds of quality and merit.

The statistical analyses revealed significant direct correlation between the preadolescents' communication style and the self-safety type manifested by the preadolescents during the learning process:

- between middle level of anxiety's features and the realistic type of self-safety ($r = .814$, $p = 0.01$);
- between middle level of manifest anxiety and the realistic type of self-safety ($r = .753$, $p = 0.01$);
- between low level of latent anxiety and the realistic type of self-safety ($r = .728$, $p = 0.01$);
- between high level of anxiety's features and the insecure type of self-safety ($r = .677$, $p = 0.05$);
- between high level of manifest anxiety and the insecure type of self-safety ($r = .748$, $p = 0.01$);
- between low level of latent anxiety and the realistic type of self-safety ($r = .644$, $p = 0.01$);
- between low level of anxiety's features and the security requiring type of self-safety ($r = .794$, $p = 0.05$);
- between low level of manifest anxiety and the security requiring type of self-safety ($r = .682$, $p = 0.05$);
- between high level of latent anxiety and the security requiring type of self-safety ($r = .702$, $p = 0.01$);

The statistical analyses also allowed us to compute the kurtosis index (.834) which revealed that the features we found are relevant for our investigated subjects as a group.

We can say that the self-safety type manifested by preadolescents in social interaction is an expression of their experience in the social- learning environment.

6. Conclusions

The purpose of our research was to analyse the influence of the anxiety as a personality traits has their self-safety during the social environments.

In our investigation were used adapted psychological tests for both Romanian teachers and Romanian preadolescents.

With the help of statistical analysis, we found that the Cronbach's Alpha index is .822. This index shows that the research's objectives have been achieved and the hypothesis is confirmed.

Based on the statistically processed data we have found the following typology:

a) *Type A* is represented by preadolescents who have: *middle level of anxiety's features, middle level of manifest anxiety, low level of latent anxiety and realistic type of self-safety*. These subjects have the abilities to controlled their frustration and have the willingness of acquiring knowledge as a mark of true power, thus generating self-safety, and that determine the ability to take measures when self-security is under threat. The measures that those subjects take are based on realistic analyses and are able to generate personal satisfaction during the process. ;

b) *Type B* is represented by preadolescents who have: *high level of anxiety's features, high level of manifest anxiety, low level of latent anxiety and the insecure type of self-safety*. These subjects over evaluate their impulses and need the presence of a higher authority that will take care of them, that will provide for them, that will value the good and will punish the bad. These subjects are vulnerable and most of them have the risk to be involved in gang actions and be used as executed by leaders of delinquent groups.

c) *Type C* is represented by preadolescents who have: *low level of anxiety's features, low level of manifest anxiety, high level of latent anxiety and manifest a constant security requiring type of self-safety*. These subjects under evaluate their impulses and have constant exposure to dangerous situations for diminishing fear, for

convincing themselves of their own social value and for mitigating the inferiority complex. This type of subjects has the risk to be involved in vandalism's acts, become bullies, or to commit criminal acts in order to satisfy their fears.

Taking into account the typology revealed by the investigated subjects, we can develop special and differential programs for teaching preadolescents for evaluating social situations and acquire new techniques in managing personal frustrations.

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